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ABSTRACT

The amount of research and publication completed by male and female faculty was compared over 3 years with a sample of 56 male and 40 female physical education faculty in the Big Ten Universities. Male faculty members published significantly more articles in unreferred journals, received significantly more reductions in teaching loads to do research, developed significantly more sources of funding for continued research, and attended more seminars designed to improve advising. Female faculty members attended significantly more seminars to improve their communication skills leading to improved teaching. Five recommendations were offered to improve the research and scholarly skills of women faculty, including: fighting stereotypic thinking and role assignments; establishing a mentor system to promote research, publication, and grant writing; and developing a network of colleagues to edit manuscripts and women editors to request them. The study also determined that women were as interested in research as the men respondents and had similar rates of tenure as men, although women had significantly lower academic rank than men in the present study. (SW)

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WOMEN FACULTY SCHOLARLY PRODUCTIVITY

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Women in higher education are realizing that research and publication are essential to their survival and advancement in the academic world. Perhaps even more important than this realization, are the actions that women are taking to improve their scholarly productivity. The success of this conference on Women in Research (both this year and last) suggests that women are interested and committed to doing research, publishing research, and helping other women to become independent scholars.

The major concern of this presentation will be to submit some data regarding the issue of the amount of research and publication completed by women and to provide some conclusions and recommendations based on this data.

Does it matter whether women publish less, more, or the same amount as our male colleagues? Yes, yes, yes, it does matter! Women in higher education are stereotyped as less scholarly, less serious, and less interested in research than their male counterparts. If unwarranted, these assumptions must be fought and the best way to fight stereotypical thinking is to be able to provide some facts and figures which support the opposite view. If we are not careful, these unwarranted assumptions can become a self-fulfilling prophesy. No one has shown statistically that women publish and/or write less than men. Yet this assumption prevails. If data suggests that these assumptions are correct, then women must implement change to reverse this trend.

In the academic world, do women actually publish less than men? I just completed a research project which can shed some light on this question. The project involved a survey of physical education faculty members in the Big Ten Universities regarding their use of certain faculty development activities. I wanted to discover what they were doing to acquire the knowledge, skills, and attitudes that would enable them to become more effective in performing all functions related to academic life. The

research studied a broad array of problems but today I will present only the data pertinent to our discussion.

The first piece of data important to us indicates that to some extent faculty members do participate in particular development activities based on their gender. I developed a questionnaire which listed various development activities and faculty indicated to what extent they had participated in each activity during the time period of 1980 to 1983. So the data indicates what faculty actually participated in over the three year period. A Chi-square statistic was calculated on each development activity to test independence with gender. Table 1 presents the activities having a Chi-square statistic significant at the .05 level and reports the percentages of use by gender. As you can see, male faculty members publish significantly more articles in unrefereed journals, receive significantly more reductions in teaching loads to do research, develop significantly more sources of funding for continued research and attend more seminars designed to improve advising. Female faculty members attend significantly more seminars to improve their communication skills leading to improved teaching. These findings certainly follow the stereotyped roles assigned to women and men in our society.

TABLE I

Percent Use of Certain Activities by Gender

Activity	Use Percentages by Gender[a] p	F	M
1. Workshops or seminars to improve communication skills leading to improved teaching.	.007	66.7[b]	33.3
2. Publish an article in an unrefereed journal.	.03	33.8	66.2
3. Reduction in teaching load to work on research and/or scholarly inquiry.	.04	29.5	70.5
4. Develop sources of funding (grants, etc.) for continued research.	.04	30.4	69.6
5. Workshops, seminars, or department meetings designed to improve advising.	.05	28.9	7I.7

[a]40 women and 56 men participated in this study.
[b]of those who participated in this activity, 66.7 percent were women.

Similar research needs to be completed to either support or negate the findings of this research. Research performed with a larger sample might give us more insight into the issue. My sample consisted of 98 physical education faculty members in the Big Ten Universities and we may or may not be able to generalize these findings to all college faculty. But this data still presents a scary picture. The data represents actual use of these activities over a three year period and it raises many interesting questions. Why do more men than women obtain reductions in teaching loads to work on research? Do women ask for reductions and get turned down or don't they ask? Why would men and women differ significantly in the number of articles published in

an unrefereed journal but not in the number published in a refereed journal? Perhaps it is as Lynette Carpenter of the University of Cincinnati suggested in the Chronicle of Higher Education (December 15, 1980), "Do women have an equal chance to publish their work in established journals in their fields? Assuming that the same men who are discriminating against women in hiring, promotion, and tenure decisions are also deciding the content of the major academic journals, I am not convinced that women do have an equal chance to publish. I do not consider it overly defensive to question the impartiality of readers when common sense says that some (if not most, given the academic power structure) have to be the same men who are denying tenure to outstanding women scholars and asking my female colleagues why they don't work on serious history, serious literature, serious art, instead of wasting time on women's studies."

I think Ms. Carpenter has a valid point. I'll bet all of you can recall an incident in your academic career where you met head on the fact that men think they have exclusive rights to expressing their views (men's views) but women do not have the right to their views (women's views). I will recall my incident for you. In one of my doctoral courses, I wrote a paper on Bem's androgyny work. I knew this psychology professor would not agree with my paper because from class lectures I realized he was into a biological view of sexual issues, but I wrote the paper anyway. These are his exact comments on my paper:

> *Fine job, though it is decidedly biased in 2 ways: 1) chooses to ignore the biology of sex (i.e., importance of division of labor between sexes), 2) written from a female perspective, still that is probably the prevailing zeitgeist of academic psychology and you have reviewed the literature well.*

You see, his opinion wasn't biased, but mine was; and from whose perspective was I supposed to write the paper? My perspective is necessarily a female point of view, since I am a woman. But this professor did not view his opinion as a male point of view, it was the correct point of view. Many women face the same kind of discrimination and it certainly could affect their publication rate, especially when reviewers know that the author of an article is a woman.

Publication rate is also affected by the amount of article submission. It is possible that women do not submit as many articles for publication in unrefereed journals as in refereed ones (which are more prestigious). If that is so, why would this be occurring?

The data in Table 1 may cause you to think that there is a great disparity between men and women in regards to their research work. But Table 1 does not record the entire picture. Table 2 provides a broader view of what women and men are doing in just the research arena. Table 2 lists the seven development activities pertaining to research and publication that were in the instrument and shows the percentage of women and men who used each activity. Of the seven activities, only three show a significant difference in the amount of use by men and women at the .05 level. Women did use six of the seven development activities less frequently than men, but only three were used significantly less frequently. Maybe, women are producing an appropriate amount of research in proportion to the number of women in publication-relevant jobs in higher education. The data indicate that women are publishing books and articles in refereed journals at the same rate as their male colleagues.

TABLE 2

Percent Use of Research Activities by Gender

Activity	Percent Use by Gender	
	F	M
1. Workshops or courses to refine and develop research, writing, and publication skills.	25[a]	35
2. Publish a book in your area of professional expertise.	33	43
3. Publish article in unrefereed journal.	58*	78
4. Publish article in refereed journal.	60	72
5. Workshops or seminars to develop grant writing skills.	20	29
6. Develop sources of funding (grants, etc.) for continued research.	35*	55
7. Reduction in teaching load to work on research and/or scholarly inquiry.	33*	53

*p=.05

[a]25 percent of the women in the study used this activity.

My findings on the amount of publication being done by women and men collaborates the facts published by Blackburn, Behymer and Hall (1978). Men are three times more likely than women to have published eleven or more articles during their careers and/or five or more articles in a two-year period. These researchers also found that women are less interested in research, generally graduate from and work in

less prestigious schools, hold lower rank, more often are not tenured and tend to teach undergraduate courses. Their findings set me to thinking. In my sample, were the women less intersted in research, did they hold lower rank, and were they more often not tenured?

Were women less interested in research than men? No, no, no! My questionnaire contained one open-ended question regarding what faculty development activity the person would engage in right now if it were available. Fifty-one of the subjects answered that question. I categorized the answers according to whether their choice of activity indicated an interest in a research activity or not. Table 3 presents the number of male and female subjects who were or were not interested in research. The Chi-square statistic was not significant. Men and women expressed similar interests in completing and publishing research.

TABLE 3

Male-Female Interest in Research

	Interest		
	Yes	No	
Male	11	16	27
Female	10	14	24
	21	30	

Were women more often not tenured? The present study showed no significant difference in tenure status. Seventy-three percent of the women and 81% of the men were tenured.

Did the women hold lower rank? A Chi-square statistic was calculated to determine if rank was independent of gender. The Chi-square statistic of 10.8 with 3 d.f. was significant at the .01 level. Table 4 shows the count and column percentages in each square of the matrix. Women hold significantly lower rank than men in the present study. Twenty-one percent of the women and 48% of the men hold the rank of full professors. While 79% of the women and 52% of the men hold the rank of associate and assistant professor. Although the data clearly shows that women hold significantly lower rank than men, we must remember that this is a limited sample of faculty in higher education and the sample consisted of those faculty members who answered the questionnaire and returned it to me, not a sample consisting of all physical education faculty in the Big Ten institutions.

TABLE 4

Rank According to Gender

(Count and Column Percentages)

	Gender		
	Female	Male	
Asst. Prof.	15 39.5	10 I7.2	25
Assoc. Prof.	15 39.5	20 34.5	35
Full Prof.	3 7.9	19 32.8	22
Full Prof. near retire	5 13.2	9 15.5	14
	38	58	

The finding that women hold lower rank than men corroborates with my findings regarding the amount of research being published by women. If women are conducting and publishing less research than men, we would expect to find them at a lower rank since the promotion system at all institutions demands publication as one important variable in promotion. But that raises another question. Does a slightly lower publication rate account for most of the disparity in rank?

There are so many unanswered questions that need to be studied. What can we conclude today? In summary, it appears that women may have an area of concern to address regarding this issue of publication rate and amount of research completed.

The data presented here today are not conclusive, but they do suggest that action is appropriate to improve the reseach and scholarly skills of women in higher education. I recommend the following actions:

1. We must (faculty and administrators) fight stereotypic thinking and role assignments by assessing our own awareness and practices regarding this issue.
2. We must establish and use a mentor system so women wanting to do research, publication, and grant writing can receive the necessary help to become independent scholars.
3. Each individual woman must consciously work on her research and publication skills.
4. We need a network of colleagues to edit our manuscripts, and women editors to request them.
5. We need to understand the importance of actively seeking exposure for our research.

I think women are interested in research, are completing research projects, and are publishing their results. Of the seven development activities concerned with research and publication, use of only three particular activities was significantly ($p = .05$) related to gender; but women used all seven development activities less frequently than men. We do need to improve our research record. Since writing and publishing are so tied to the reward system in higher education it is vital that women upgrade and use their research and scholarly skills.

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